



Align Instruction to Common Core Anchor Standards

- Introduce and explore this unit's weekly concepts through rich, structured conversations
- Develop complex content knowledge and vocabulary
- Expand on a single concept with engaging literature and nonfiction
- Build better readers in all content areas



How are people and nature connected?

YOU ARE HERE: WEEK 1

QUESTION OF THE WEEK How do people and nature interact?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Also **CCSS Reading 7.**)

Concept Talk Guide students as they discuss questions such as:

- What are some ways that animals help people?
- What are some ways that people use plants and water?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 1.**)

Writing Imagine that you are a raisin farmer. Write a story about a day in your life.

As students write about this week's prompt, they will address:

CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

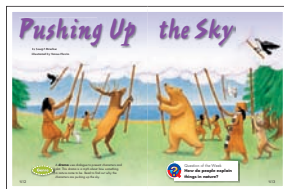
Listening and Speaking On page 403, students learn that they should use persuasive words to grab the audience's attention. By doing so, they address:

CCSS Speaking/Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

WEEK 2

QUESTION OF THE WEEK

How do people explain things in nature?



Concept Talk Guide students as they discuss questions such as:

- Why might people want to explain things in nature?
- What things in nature would you like to explain?

Writing Write a play or skit about something occurring in nature.

WEEK 3

QUESTION OF THE WEEK

What can we learn about nature by investigating?



Concept Talk Guide students as they discuss questions such as:

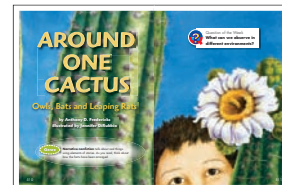
- What are some ways you think nature might affect people and animals?
- Where in nature might you look to see patterns?

Writing Think about something in nature that you would like to investigate. Now write a formal letter to a scientist asking the questions you would like to have answered.

WEEK 5

QUESTION OF THE WEEK

What can we observe in different environments?



Concept Talk Guide students as they discuss questions such as:

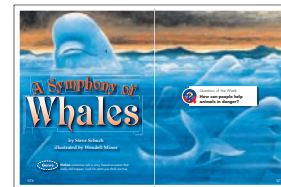
- What is the weather like in your own environment?
- How is this similar to and different from other environments?

Writing Write a composition that compares and contrasts two different animals.

WEEK 4

QUESTION OF THE WEEK

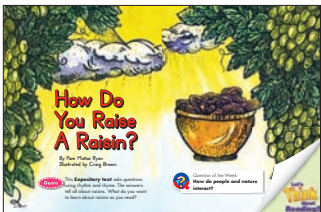
How can people help animals in danger?



Concept Talk Guide students as they discuss questions such as:

- Which animals are in danger today?
- How can people help them?

Writing Think about an event that took place in your town or neighborhood. Now write a news article about it that answers the 5Ws (Who, What, Where, When, Why) and How. Make sure you give your article a headline.



Skills Overview

Alignment of the Grade 3 Common Core State Standards with This Week’s Skills and Strategies

Target Skills and Strategies	Common Core State Standards for English Language Arts*
Phonics and Spelling Skill: Contractions	CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Comprehension Skill: Draw Conclusions	CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Comprehension Strategy: Important Ideas	CCSS Informational Text 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
Vocabulary Skill: Homophones • Strategy: Context Clues	CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.
Fluency • Skill: Expression	CCSS Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.
Listening and Speaking • Description	CCSS Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Six-Trait Writing • Trait of the Week: Voice	CCSS Writing 3.c. Use temporal words and phrases to signal event order. CCSS Language 3.a. Choose words and phrases for effect.
Writing • Fiction	CCSS Writing 3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Conventions • Skill: Action and Linking Verbs	CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCSS Language 1.e. Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.

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Use with Genre, SE/TE pp. 398–401

Common Core State Standard: CCSS Informational Text 7.

Display “Worms at Work” on pages 398 to 401 of the Student Edition. Review the characteristics of procedural text—text that gives step-by-step directions on how to do something—and may have lists, heads, and bold words as well as graphic features.

- Have students identify what materials are needed.
- Encourage students to connect the text to the photographs to explain what each step tells them to do.
- Ask them to tell how this article is different from the selection *How Do You Raise a Raisin?* Help students identify some of the text features in expository text.



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- Build better readers in all content areas



How are people and nature connected?



WEEK 1

QUESTION OF THE WEEK

How do people and nature interact?



Concept Talk Guide students as they discuss questions such as:

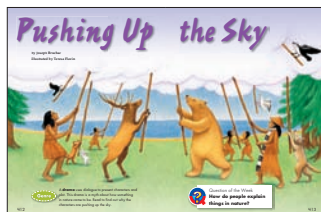
- What are some ways that animals help people?
- What are some ways that people use plants and water?

Writing Imagine that you are a raisin farmer. Write a story about a day in your life.



YOU ARE HERE: WEEK 2

QUESTION OF THE WEEK How do people explain things in nature?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Also **CCSS Reading 1.**)

Concept Talk Guide students as they discuss questions such as:

- Why might people want to explain things in nature?
- What things in nature would you like to explain?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 1.**)

Writing Write a play or skit about something occurring in nature.

As students write about this week's prompt, they will address:

CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Listening and Speaking On page 437, students learn to speak in a tone that conveys the emotions of a character. By doing so, they address:

CCSS Speaking/Listening 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

WEEK 5

QUESTION OF THE WEEK

What can we observe in different environments?



Concept Talk Guide students as they discuss questions such as:

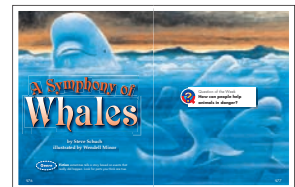
- What is the weather like in your own environment?
- How is this similar to and different from other environments?

Writing Write a composition that compares and contrasts two different animals.

WEEK 4

QUESTION OF THE WEEK

How can people help animals in danger?



Concept Talk Guide students as they discuss questions such as:

- Which animals are in danger today?
- How can people help them?

Writing Think about an event that took place in your town or neighborhood. Now write a news article about it that answers the 5Ws (Who, What, Where, When, Why) and How. Make sure you give your article a headline.

WEEK 3

QUESTION OF THE WEEK

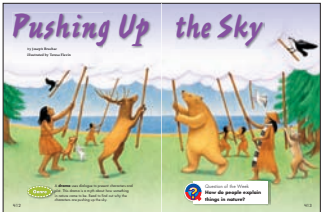
What can we learn about nature by investigating?



Concept Talk Guide students as they discuss questions such as:

- What are some ways you think nature might affect people and animals?
- Where in nature might you look to see patterns?

Writing Think about something in nature that you would like to investigate. Now write a formal letter to a scientist asking the questions you would like to have answered.



Skills Overview

Alignment of the Grade 3 Common Core State Standards with This Week’s Skills and Strategies	
Target Skills and Strategies	Common Core State Standards for English Language Arts*
Phonics and Spelling Skill: Prefixes <i>un-</i> , <i>re-</i> , <i>mis-</i> , <i>dis-</i> , <i>non-</i>	CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Comprehension Skill: Literary Elements	CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Comprehension Strategy: Inferring	CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS Literature 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Vocabulary Skill: Unknown Words Strategy: Dictionary/Glossary	CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Fluency Skill: Accuracy	CCSS Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.
Listening and Speaking Media Literacy: Drama	CCSS Speaking/Listening 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
Six-Trait Writing Trait of the Week: Sentences	CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
Writing Drama: Play	CCSS Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CCSS Writing 3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
Conventions Skill: Main and Helping Verbs	CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

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Use with Genre, SE/TE pp. 428–435

- Common Core State Standard: CCSS Literature 1.**
- Display “Catch It and Run” on pages 428 to 435 of the Student Edition.
- Have students tell about the myth and its description of how things in nature come to be.
 - Ask students to tell if it is a real or make-believe story.
 - Have them identify events that help them know that the story is make-believe and what Coyote did.
 - Help students compare this myth to the main selection *Pushing Up the Sky*.



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How are people and nature connected?

WEEK 1

QUESTION OF THE WEEK

How do people and nature interact?



Concept Talk Guide students as they discuss questions such as:

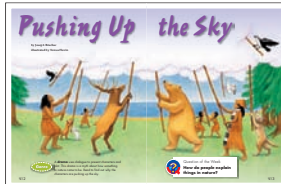
- What are some ways that animals help people?
- What are some ways that people use plants and water?

Writing Imagine that you are a raisin farmer. Write a story about a day in your life.

WEEK 2

QUESTION OF THE WEEK

How do people explain things in nature?



Concept Talk Guide students as they discuss questions such as:

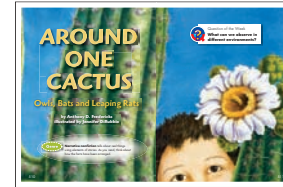
- Why might people want to explain things in nature?
- What things in nature would you like to explain?

Writing Write a play or skit about something occurring in nature.

WEEK 5

QUESTION OF THE WEEK

What can we observe in different environments?



Concept Talk Guide students as they discuss questions such as:

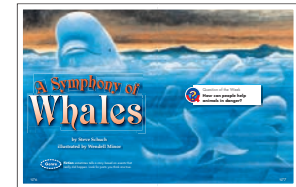
- What is the weather like in your own environment?
- How is this similar to and different from other environments?

Writing Write a composition that compares and contrasts two different animals.

WEEK 4

QUESTION OF THE WEEK

How can people help animals in danger?



Concept Talk Guide students as they discuss questions such as:

- Which animals are in danger today?
- How can people help them?

Writing Think about an event that took place in your town or neighborhood. Now write a news article about it that answers the 5Ws (Who, What, Where, When, Why) and How. Make sure you give your article a headline.

YOU ARE HERE: WEEK 3

QUESTION OF THE WEEK What can we learn about nature by investigating?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Also **CCSS Reading 1.**)

Concept Talk Guide students as they discuss questions such as:

- What are some ways you think nature might affect people and animals?
- Where in nature might you look to see patterns?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 1.**)

Writing Think about something in nature that you would like to investigate. Now write a formal letter to a scientist asking the questions you would like to have answered.

As students write about this week's prompt, they will address:

CCSS Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Also **CCSS Writing 8.**)

Listening and Speaking On page 467, students learn to speak clearly and include all important information. By doing so, they address:

CCSS Speaking/Listening 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (Also **CCSS Speaking/Listening 6.**)



Skills Overview

Alignment of the Grade 3 Common Core State Standards with This Week’s Skills and Strategies

Target Skills and Strategies	Common Core State Standards for English Language Arts*
Phonics and Spelling Skill: Spellings of /j/, /s/, /k/	CCSS Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words. CCSS Foundational Skills 3.d. Read grade-appropriate irregularly spelled words. CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Comprehension Skill: Graphic Sources	CCSS Informational Text 7. Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Comprehension Strategy: Text Structure	CCSS Informational Text 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Vocabulary Skill: Unknown Words • Strategy: Dictionary/Glossary	CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. CCSS Language 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Fluency • Skill: Appropriate Phrasing	CCSS Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension. CCSS Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Listening and Speaking • How-to Demonstration: Voicemail Message	CCSS Speaking/Listening 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Six-Trait Writing • Trait of the Week: Conventions	CCSS Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Writing • Formal Letter	CCSS Writing 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Conventions • Skill: Subject-Verb Agreement	CCSS Language 1.f. Ensure subject-verb and pronoun-antecedent agreement.

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Use with Comprehension, TE p. 442a; SE pp. 452–456

Common Core State Standard: CCSS Informational Text 7.

Display page 452 of the Student Edition.

- Ask students to tell about the diagram. Help them review the information in the text and the planets shown in the diagram.
- Continue with the diagrams on pages 453 and 456. Have students read the text on the pages and then identify what they see in the pictures.
- Ask students to locate a page in a book about the planets or stars and share the information and the graphics with partners.



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- Develop complex content knowledge and vocabulary
- Expand on a single concept with engaging literature and nonfiction
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How are people and nature connected?

WEEK 1

QUESTION OF THE WEEK

How do people and nature interact?



Concept Talk Guide students as they discuss questions such as:

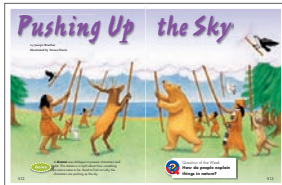
- What are some ways that animals help people?
- What are some ways that people use plants and water?

Writing Imagine that you are a raisin farmer. Write a story about a day in your life.

WEEK 2

QUESTION OF THE WEEK

How do people explain things in nature?



Concept Talk Guide students as they discuss questions such as:

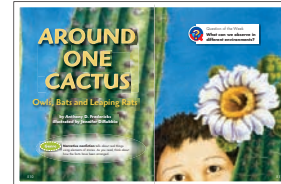
- Why might people want to explain things in nature?
- What things in nature would you like to explain?

Writing Write a play or skit about something occurring in nature.

WEEK 5

QUESTION OF THE WEEK

What can we observe in different environments?



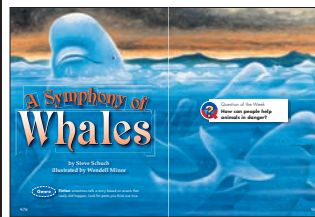
Concept Talk Guide students as they discuss questions such as:

- What is the weather like in your own environment?
- How is this similar to and different from other environments?

Writing Write a composition that compares and contrasts two different animals.

YOU ARE HERE: WEEK 4

QUESTION OF THE WEEK How can people help animals in danger?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Concept Talk Guide students as they discuss questions such as:

- Which animals are in danger today?
- How can people help them?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (Also **CCSS Speaking/Listening 1., CCSS Speaking/Listening 6.**)

Writing Think about an event that took place in your town or neighborhood. Now write a news article about it that answers the 5Ws (Who, What, Where, When, Why) and How. Make sure you give your article a headline.

As students write about this week's prompt, they will address:

CCSS Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Listening and Speaking On page 501, students learn to make contributions to their group when working together. By doing so, they address:

CCSS Speaking/Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

WEEK 3

QUESTION OF THE WEEK

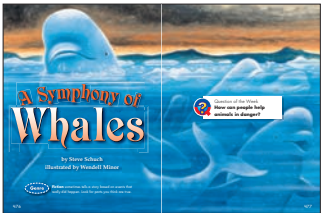
What can we learn about nature by investigating?



Concept Talk Guide students as they discuss questions such as:

- What are some ways you think nature might affect people and animals?
- Where in nature might you look to see patterns?

Writing Think about something in nature that you would like to investigate. Now write a formal letter to a scientist asking the questions you would like to have answered.



Skills Overview

Alignment of the Grade 3 Common Core State Standards with This Week’s Skills and Strategies

Target Skills and Strategies	Common Core State Standards for English Language Arts*
Phonics and Spelling Skill: Suffixes -ly, -ful, -ness, -less, -able, -ible	CCSS Foundational Skills 3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. CCSS Language 2.e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).
Comprehension Skill: Generalize	CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Comprehension Strategy: Story Structure	CCSS Literature 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS Literature 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
Vocabulary Skill: Unfamiliar Words • Strategy: Context Clues	CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. CCSS Language 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.
Fluency • Skill: Rate	CCSS Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Listening and Speaking • Description	CCSS Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Six-Trait Writing • Trait of the Week: Sentences	CCSS Language 1.i. Produce simple, compound, and complex sentences.
Writing • News Article	CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS Writing 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Conventions • Skill: Verb Tenses	CCSS Language 1.e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.

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Use with Phonics, SE/TE p. 470

Common Core State Standard: CCSS Language 2.e.

Display page 470 of the Student Edition. Read the word *toothless* and point to the picture card. Have students tell what the word *tooth* means and then tell how the word changes its meaning when the suffix *-less* is added. Continue with the other words on the picture cards.

- Have students look at page 470 and read the first word with a suffix. Have them read the word.
- Ask volunteers to tell what the word means and then use the word in a sentence.
- Continue with the other words with suffixes on page 470.



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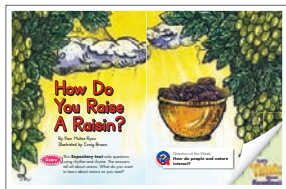


How are people and nature connected?

WEEK 1

QUESTION OF THE WEEK

How do people and nature interact?



Concept Talk Guide students as they discuss questions such as:

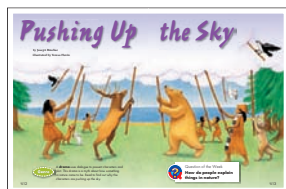
- What are some ways that animals help people?
- What are some ways that people use plants and water?

Writing Imagine that you are a raisin farmer. Write a story about a day in your life.

WEEK 2

QUESTION OF THE WEEK

How do people explain things in nature?



Concept Talk Guide students as they discuss questions such as:

- Why might people want to explain things in nature?
- What things in nature would you like to explain?

Writing Write a play or skit about something occurring in nature.

WEEK 3

QUESTION OF THE WEEK

What can we learn about nature by investigating?



Concept Talk Guide students as they discuss questions such as:

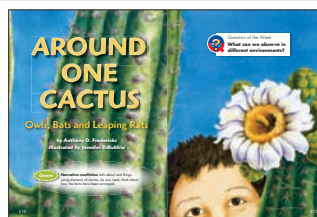
- What are some ways you think nature might affect people and animals?
- Where in nature might you look to see patterns?

Writing Think about something in nature that you would like to investigate. Now write a formal letter to a scientist asking the questions you would like to have answered.

YOU ARE HERE: WEEK 5

QUESTION OF THE WEEK

What can we observe in different environments?



As students answer this unit's Big Question and this week's Question of the Week, they will address:

CCSS Reading 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Also **CCSS Reading 3.**)

Concept Talk Guide students as they discuss questions such as:

- What is the weather like in your own environment?
- How is this similar to and different from other environments?

As students answer this week's Concept Talk questions, they will address:

CCSS Language 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (Also **CCSS Speaking/Listening 4.**)

Writing Write a composition that compares and contrasts two different animals.

As students write about this week's prompt, they will address:

CCSS Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

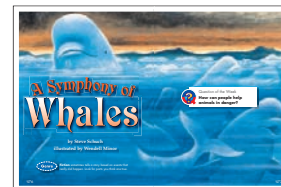
Listening and Speaking On page 537, students learn to state their ideas clearly in an organized manner. By doing so, they address:

CCSS Speaking/Listening 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (Also **CCSS Speaking/Listening 1.**)

WEEK 4

QUESTION OF THE WEEK

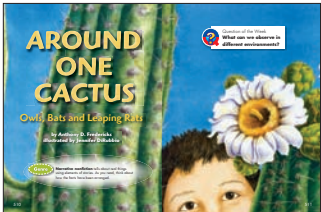
How can people help animals in danger?



Concept Talk Guide students as they discuss questions such as:

- Which animals are in danger today?
- How can people help them?

Writing Think about an event that took place in your town or neighborhood. Now write a news article about it that answers the 5Ws [Who, What, Where, When, Why] and How. Make sure you give your article a headline.



Skills Overview

Alignment of the Grade 3 Common Core State Standards with This Week’s Skills and Strategies

Target Skills and Strategies	Common Core State Standards for English Language Arts*
Phonics and Spelling Skill: Consonant Patterns	CCSS Foundational Skills 3.d. Read grade-appropriate irregularly spelled words. CCSS Language 2.f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
Comprehension Skill: Cause and Effect	CCSS Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Comprehension Strategy: Predict and Set Purpose	CCSS Informational Text 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CCSS Informational Text 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Vocabulary Skill: Prefixes and Suffixes • Strategy: Word Structure	CCSS Language 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. CCSS Language 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).
Fluency • Skill: Expression	CCSS Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.
Listening and Speaking • Oral Report	CCSS Speaking/Listening 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Six-Trait Writing • Trait of the Week: Word Choice	CCSS Language 3.a. Choose words and phrases for effect.
Writing • Writing for Tests: Expository Text	CCSS Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS Writing 2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS Writing 2.b. Develop the topic with facts, definitions, and details.
Conventions • Skill: Irregular Verbs	CCSS Language 1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCSS Language 1.d. Form and use regular and irregular verbs.

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Use with Guide Comprehension, TE pp. 532–535; SE pp. 532–535

Common Core State Standard: CCSS Informational Text 3.

Display pages 532 to 535 and ask students to read the information about 21st Century Skills with you.

- Ask students to review the information in the selection.
- Then have students research about the water cycle in books or online resources.
- Ask students to draw a word or concept web to show what they know about the water cycle.